

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate Agenda
October 13, 1992
UU 220 3:00-5:00 p.m.

- I. Minutes:
- II. Communication(s) and Announcement(s):
 - A. Reading list (p. 2)
 - B. Resolutions approved by President Baker:
 - AS-383-92/EX Resolution on Academic Program Review (p. 3)
 - AS-384-92/IC Resolution on Change of Grade
 - AS-388-92/CC Resolution on Curriculum
 - AS-389-92/IC Resolution on Time Frame to Obtain Degree
 - AS-390-92/IC Resolution on Repeating Courses for Credit
 - AS-391-92/Math Resolution on Reduction of Funding for Intercollegiate Athletics (This resolution "has been taken under advisement and has been shared with the Athletics Governing Board in its deliberations.")
 - C. Discontinuance of Academic Planning Committee (p. 4).
 - D. Athletics department budget for 1992/93 and I.R.A. athletic fee structure (pp. 5-10).
 - E. Deadline for Faculty Trustee nominations is November 23, 1992. Please contact the Academic Senate office (1258) for information.
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI Representatives
 - G. John McCutcheon, Director of Athletics
- IV. Consent Agenda:
 - A. Resolution on Promotion Eligibility-Suess, Director of Faculty Affairs (pp. 11-12).
 - B. Resolution on Departmental Precedence in Elections-Seim, Chair of the Constitution and Bylaws Committee (pp. 13-14).
- V. Business Item(s):
 - A. Resolution on Evaluation of School Deans-Berrio, chair of the Personnel Policies Committee, second reading (pp. 15-20).
 - B. Resolution on Modification of Resolution AS-268-88/BC Entitled "Resolution on Budget Information Reporting..."-Carnegie, chair of the Budget Committee, first reading (pp. 21-28).
 - C. Curriculum proposal for Religious Studies-Bailey, chair of the Curriculum Committee, first reading (pp. 29-31).
 - D. Curriculum proposal for BS in Manufacturing Engineering-Bailey, chair of the Curriculum Committee, first reading (pp. 32-40).
- VI. Business and Discussion Item:

Strategic Plan, first reading. As a first reading item, discussion will be held to determine the editing body to finalize a faculty response to the current draft of the Strategic Plan: Academic Senate? Academic Senate Executive Committee? ad hoc committee? committee of the seven caucus chairs? (p. 41)
- VII. Discussion Item(s):
- VIII. Adjournment:

DOCUMENTS ON FILE FOR READING IN THE
ACADEMIC SENATE OFFICE

Fall Quarter 1992

<u>Date</u>	<u>Document</u>
09/08/92	Summary Data on Student Persistence to Graduation, Part IV: First-time Freshmen and New Transfers by Ethnicity and Gender (Cal Poly)
09/10/92	Internationalizing the California State University: Case Studies (CSU)

State of California

Memorandum

AUG 26 1992

CAL POLY
SAN LUIS OBISPO
CA 93407


To : Jack Wilson, Chair
Academic Senate

Academic Senate

Date : Aug. 24, 1992

File No.:

Copies : R. Koob


From : Warren S. Baker
President

Subject: ACADEMIC SENATE RESOLUTIONS AS-383-92/EX,
AS-384-92/IC AND AS-385-92/C&BC

By memos dated April 29 and May 6, Charles Andrews transmitted the subject resolutions which were adopted by the Academic Senate. As noted in the transmittal memo, AS-385-92/C&BC dealing with Committee Reporting is internal to the operations of the Academic Senate and requires no action on my part.

Based upon a review and recommendation from Vice President Koob, I am pleased to approve the Change of Grade resolution, AS-384-92/IC.

Vice President Koob and I have also reviewed in detail AS-383-92/EX on Academic Program Reviews. Overall, the document is quite comprehensive and will be very helpful. I am very pleased with the Academic Senate's concerns and efforts in this critical area as we move forward with our strategic planning efforts.

With the addition of reference to the Cal Poly Mission Statement being included as a basis for evaluation under Section I.A. -- Mission, Goals and Objectives -- the resolution is approved. At the present time, "the special mission of Cal Poly" is included, but the only references to this Mission is Title 5 language in the detailed guidelines. I believe the official Mission Statement of the University should also be utilized.

State of California

RECEIVED

Memorandum

AUG 26 1992


CAL POLY
SAN LUIS OBISPO
CA 93407

To : Robert D. Koob
Vice President for Academic Affairs

Academic Senate

Date : August 17, 1992

File No.:

From : 
Warren J. Baker
President

Subject: Discontinuance of Academic Planning Committee

Copies : J. Wilson, H. Scott
K. Burnett, J. Sabol
P. Neel, J. Rogers
P. Lee, H. Sharp
H. Busselen, P. Bailey
D. Walch, S. Roper

Based upon your recommendation, which has been concurred by Jack Wilson, the Academic Planning Committee is being discontinued. I agree with your comments that the Academic Planning Committee discharged its duties well. However, with the strategic planning efforts being integrated with the existing governance structure, the functions of the Academic Planning Committee can best be assumed by other university and Academic Senate committees.

State of California

RECEIVED

California Polytechnic State University
San Luis Obispo, California 93407

M e m o r a n d u m

SEP 23 1992

To : Jack Wilson, Chair **Academic Senate** Date : September 21, 1992
Athletics Governing Board

Copies :

From : Paul Murphy *P.M.*
Mathematics Department

Subject : Athletics Governing Board

Attached is a copy of the Athletics Department budget for 1992-93, and a copy of the I.R.A. athletic fee structure. In reviewing these documents, you may find the following comments helpful:

1. The general fund allocation is \$1,193,359. Last year's general fund allocation was \$1,368,007.
2. The following positions have been added: Women's Soccer Coach and Sports Information Director.
3. The budget includes debt payback:
 - a) \$120,000 payback on \$360,000 debt in state funds.
 - b) \$43,667 payback on \$131,000 debt in I.R.A. funds.
4. In order to pay for the additional positions and in order to start the debt payback, the following steps were taken:
 - a) The I.R.A. athletic fee structure was changed for the second time. On the attached sheet, (A) was the original structure and (C) was the structure approved by President Baker in light of the 40% increase in general student fees. The Athletics Governing Board recommended on July 24, 1992 (and the President approved) that (B) be approved. I was the only dissenting vote. Even though it is a change of only \$12 per student, I felt that it was insensitive to the fact that students are paying more and receiving less this year. It is also contrary to our stated objective of attracting more minority students.
 - b) The new Athletics Director, John McCutcheon, set a goal of \$161,558 in private donations. This is not an unreasonable goal, but it will require a considerable effort to spur the Mustang Boosters to meet this goal.

Looking to the future, the most important issue in the Athletics Department move to NCAA Division I is conference affiliation. As far as I can see, the only feasible possibility is the West Coast Conference, which presently consists of: University of San Diego, Pepperdine, Loyola Marymount, Santa Clara, Saint Mary's, University of San Francisco, Portland University and Gonzaga - a conference of private church-related schools (all Catholic except Pepperdine). Cal Poly expects to make application to the W.C.C. this fall and should receive an answer this winter.

Conference affiliation is crucial to the move to Division I for financial reasons. If we are not in a conference, then scheduling becomes a major problem and travel expenses skyrocket. In addition, we are forced to compete against schools with much larger athletics budgets and lower academic standards. Finally, the lack of traditional rivals has a negative influence on attendance and fan support.

Since the W.C.C. does not include football, a new football conference would be formed. The new conference would include Cal Poly, Saint Mary's, San Diego, Santa Clara and possibly U.C. Davis, Northridge and Sacramento State. The key to the football conference is limitations on numbers of scholarships since they are so expensive at private schools.

I intend to report regularly to you on athletics issues. In institutions where athletics programs are out of control, the faculty has abdicated its responsibilities.

The Academic Senate at Cal Poly can play a strong leadership role in determining the future of athletics here. The first step is that the Academic Senate be informed on athletics issues.

CAL POLY SLO ATHLETICS - FY 1992/93 BUDGET PROJECTIONS

EXPENSES

	Salaries	Scholarships	Operations	Total
Athletic Administration	\$395,624	\$0	\$57,735	\$453,359
Athletic Contingency	\$0	\$0	\$10,000	\$10,000
Insurance	\$0	\$0	\$95,000	\$95,000
Sports Information	\$37,546	\$0	\$31,000	\$68,546
Baseball	\$99,370	\$30,000	\$29,550	\$158,920
Basketball - M	\$130,360	\$35,000	\$53,100	\$218,460
Basketball - W	\$135,491	\$35,000	\$29,916	\$200,407
Cross Country - M/W	\$0	\$0	\$11,325	\$11,325
Football	\$362,334	\$190,000	\$205,720	\$758,054
Soccer - M	\$33,562	\$0	\$18,200	\$51,762
Soccer - W	\$25,853	\$0	\$14,200	\$40,053
Softball	\$52,548	\$18,500	\$14,165	\$85,213
Swimming - M	\$35,559	\$0	\$7,500	\$43,059
Swimming - W	\$0	\$0	\$7,500	\$7,500
Tennis - M	\$27,852	\$9,250	\$9,350	\$46,452
Tennis - W	\$0	\$9,250	\$9,350	\$18,600
Track & Field - M/W	\$163,717	\$65,000	\$36,500	\$265,217
Volleyball - W	\$123,670	\$46,000	\$49,576	\$219,246
Wrestling	\$79,370	\$42,000	\$25,888	\$147,258
TOTAL OPERATING	\$1,702,856	\$480,000	\$715,575	\$2,898,431
State Debt Payback	\$0	\$0	\$0	\$120,000
IRA Debt Payback	\$0	\$0	\$0	\$43,667
TOTAL EXPENSES				\$3,062,098

INCOME

General Fund Allocation	\$1,193,359
IRA Subsidy (A)	\$1,143,941
Donations (B)	\$161,558
Program Revenue	\$203,816
Student Scholarship Fee Subsidy (C)	\$209,424
Cal Poly Foundation - Scholarships	\$150,000
TOTAL INCOME	\$3,062,098

(A) - IRA Subsidy is based on \$13 fee x 22,085 Students (Summer '92/Fall '92) = \$287,105, plus \$19 fee x 30,271 students (Winter '93/Spring '93) = \$575,149, in addition to \$281,687 initial subsidy, for a total of \$1,143,941 in collected fees for AY 1992/93.

(B) - Donations include all externally fund-raised dollars - Mustang Boosters, sport-specific fundraising, and new expanded development efforts.

(C) - Student Scholarship Fee Subsidy reflects latest enrollment figures for AY 1992/93:
52,356 students x \$4 fee = \$209,424

CHALLENGE POSITIONS - see Attachment B

EXPENSES

	Salaries	Scholarships	Operations	Total
Student-Athlete Support	\$32,814	\$0	\$0	\$32,814
Athletic Administration	\$10,055	\$0	\$0	\$10,055
Coaching Staff	\$15,018	\$0	\$0	\$15,018
Total Challenge Positions				\$57,887

INCOME

Donations	\$57,887
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NOTE: Challenge Positions will be phased in no earlier than the indicated start date and only after donation budget and Athletic Development operating expenses and Challenge Position expenses have been realized.

ATTACHMENT A - FY 1992/93

CAL POLY SLO ATHLETICS - Base Salary Schedule 92/93

All Salaries Based on Actual Real \$ Salaries + Real \$ Benefits - FY 1991/92

GENERAL FUND POSITIONS

COACHES	Pos.	Base	Ben.	Total
Baseball	1.0	\$60,960	\$18,410	\$79,370
Basketball - W	1.0	\$60,960	\$14,387	\$75,347
Basketball - W	1.0	\$48,192	\$11,952	\$60,144
Basketball - M	1.0	\$60,960	\$17,479	\$78,439
Football	1.0	\$70,272	\$20,238	\$90,510
Football	1.0	\$55,488	\$15,426	\$70,914
Football	1.0	\$52,932	\$16,832	\$69,764
Football	1.0	\$52,932	\$15,086	\$68,018
Football	1.0	\$50,460	\$12,668	\$63,128
Softball	1.0	\$41,904	\$10,644	\$52,548
Soccer - M	.60	\$28,908	\$4,654	\$33,562
Soccer - W	.60	\$21,991	\$3,862	\$25,853
Swimming	.60	\$28,910	\$6,649	\$35,559
Tennis	.60	\$23,990	\$3,862	\$27,852
Track & Field	1.0	\$60,960	\$18,410	\$79,370
Track & Field	1.0	\$60,960	\$14,387	\$75,347
Track	.13	\$4,594	\$0	\$4,594
Volleyball	1.0	\$55,488	\$15,592	\$71,080
Volleyball	1.0	\$41,904	\$10,686	\$52,590
Wrestling	1.0	\$60,960	\$18,410	\$79,370
Total Coaching	17.53	\$943,725	\$249,634	\$1,193,359

(Aug. 1)

IRA FUND POSITIONS

STAFFING	Pos.	Base	Ben.	Total
Athletic Director	1.0	\$85,008	\$23,928	\$108,936
Assoc. Director	1.0	\$60,960	\$18,277	\$79,237
Business Manager	1.0	\$35,757	\$8,687	\$44,444
Athletic Trainer	1.0	\$70,272	\$16,233	\$86,505
Secretary	1.0	\$29,580	\$7,868	\$37,448
Equipment Tech.	1.0	\$27,816	\$11,238	\$39,054
Basketball - M	1.0	\$41,575	\$10,346	\$51,921
Track	.12	\$4,406	\$0	\$4,406
SID	1.0	\$29,798	\$7,748	\$37,546
	8.12	\$385,172	\$104,325	\$489,497

(Sept. 1)

EXTERNAL FUND POSITIONS

Baseball	.50	\$16,000	\$4,000	\$20,000
TOTAL SALARIES	26.15	\$1,344,897	\$357,959	\$1,702,856

ATTACHMENT B - FY 1992/93

CHALLENGE POSITIONS - FY 1992/93

STUDENT-ATHLETE SUPPORT POSITIONS

STAFFING	Pos.	Base	Ben.	Total	
Equipment Tech.	.50	\$8,164	\$2,123	\$10,287	(Nov. 1)
Trainer	1.0	\$17,879	\$4,648	\$22,527	(Jan. 1)
Total	1.50	\$26,043	\$6,771	\$32,814	

ATHLETIC ADMINISTRATION

Secretary	.50	\$7,980	\$2,075	\$10,055	(Nov. 1)
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COACHING STAFF

Basketball - M/W	1.0	\$11,919	\$3,099	<u>\$15,018</u>	(March 1)
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TOTAL CHALLENGE POSITIONS				<u>\$57,887</u>	
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7/24/92

CAL POLY SLO ATHLETICS - IRA ATHLETIC FEE STRUCTURE

(A) PROPOSED FEE STRUCTURE: THREE-YEAR PHASE IN PERIOD

	AY 1992/93	AY 1993/94	AY 1994/95
Summer	\$13	\$34	\$43
Fall	\$13	\$34	\$43
Winter	\$19	\$34	\$43
Spring	\$19	\$34	\$43

(B) PROPOSED FEE STRUCTURE: FOUR-YEAR PHASE IN PERIOD

	AY 1992/93	AY 1993/94	AY 1994/95	AY 1995/96
Summer	\$13	\$26	\$34	\$43
Fall	\$13	\$26	\$34	\$43
Winter	\$19	\$26	\$34	\$43
Spring	\$19	\$26	\$34	\$43

(C) CURRENT FEE STRUCTURE: FOUR-YEAR PHASE IN PERIOD

	AY 1992/93	AY 1993/94	AY 1994/95	AY 1995/96
Summer	\$13	\$26	\$34	\$43
Fall	\$13	\$26	\$34	\$43
Winter	\$13	\$26	\$34	\$43
Spring	\$13	\$26	\$34	\$43

PROMOTION ELIGIBILITY 1992-93

Background Statement: The 1992-93 budget does not contain funds for merit salary adjustments (step increases) for faculty unit employees. Current eligibility criteria for "normal promotion" include four merit salary adjustments. Since some faculty are unable to secure a fourth step increase for 1992-93, they would not meet the criteria to be considered for "normal promotion." An alternative is to consider the period of five academic years in rank prior to the effective date of the promotion, in lieu of four merit salary adjustments.

WHEREAS, Section 342.2B.7 of the Campus Administrative Manual defines the eligibility criteria for "normal promotion" to associate professor or associate librarian when both of the following conditions hold:

(1) the applicant is tenured or the applicant is also applying for tenure.

(2) the applicant has received four Merit Salary Adjustments (MSA's) (while an assistant professor or senior assistant librarian) or the applicant has reached the maximum salary for assistant professor or senior assistant librarian.

WHEREAS, Section 342.2B.7b of the Campus Administrative Manual defines the eligibility criteria for "normal promotion" to professor or librarian as:

...the applicant has received four MSA's (while an associate professor or associate librarian) or the applicant has reached the maximum salary for associate professor or associate librarian.

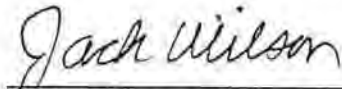
WHEREAS, Merit salary adjustments are not funded for faculty unit employees for the 1992-93 fiscal year,

WHEREAS, It is not the intent of Academic Senate to disqualify faculty from "normal promotion" because of lack of funding for merit salary adjustments,

WHEREAS, Faculty promotion eligibility lists must be established by October 1, 1992, therefore, be it


RESOLVED: Academic rank faculty members and librarians who were recommended for their fourth merit salary adjustment for the 1992-93 academic year are eligible to apply for "normal promotion" as if the merit salary adjustment had been funded.

Endorsed by the Executive Committee of the Academic Senate
Date: September 22, 1992



Jack Wilson, Chair
Academic Senate

Approved by the Vice President for Academic Affairs



Robert D. Koob

9.29.92
Date

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
DEPARTMENTAL PRECEDENCE IN ELECTIONS

WHEREAS, Article VII.I.5.b.(1).(e) and (f) of the Bylaws of the Academic Senate present a potential conflict with Article II.C.3., and

WHEREAS, Departmental representation should have precedence in elections; therefore, be it

RESOLVED: That Article II.C.3 be changed as follows:

There shall be no more than one senator per department elected by any ~~school~~ college where applicable until all departments within the ~~school~~ college are represented. A department shall waive its right to representation by failure to nominate. This bylaw shall have precedence over
*Article VII.I.5.b.(1).(e) of the Bylaws of the Academic Senate.

Proposed By:
The Academic Senate
Constitution and Bylaws
Committee
September 29, 1992

*Article VII.I.5.b.(1).(e) attached for reference.

5. Elections Committee

a. Membership

There are no ex officio members.

b. Responsibilities

The Elections Committee shall be responsible for supervising and conducting the election process for membership to the Academic Senate, Research Committee, University Professional Leave Committee, Senate offices, the statewide Academic Senate, appropriate recall elections for the preceding as per Section VIII of these Bylaws, and ad hoc committees created to search for such university positions as president, vice presidents, college deans, and similar type administrative positions. The committee shall notify the Chair of the Senate one week before the regular June meeting of the need to select alternate members for the Executive Committee during the summer quarter.

(1) General - the committee shall:

- (a) Prepare for and conduct elections. Balloting shall be by the "double envelope system," (outside envelope signed, inside envelope sealed and containing the voted ballot) which insures that only eligible persons will vote and ballots will remain secret.
- (b) Announce the time and manner of nominations and elections in a timely fashion which will facilitate maximum faculty participation.
- (c) Certify voter and candidate eligibility and rule on questions of same as they arise.
- (d) Tally votes publicly at an announced time and place and announce the results of the election. Ballots will be counted only if they are properly signed and received by the announced closing date. The committee is empowered to rule on the validity of ballots which are improperly marked. Ballots will be retained for ten (10) working days.
- (e) Declare elected those candidates who receive votes from a majority of those voting in any given election.
- (f) Hold runoff elections in instances where a complete slate of persons is not elected by majority vote. When runoff elections are necessary, the number of candidates placed on the runoff ballot shall be twice as many as the number of persons to be elected, provided there

Article
VII.I.5.b.(1).(e)

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
EVALUATION OF SCHOOL DEANS

- WHEREAS, The dean has primary responsibility for leadership of the school in the allocation and utilization of financial resources, quality of academic programs, admissions and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the school, development of external financial resources and the representation of the school both internal to the university and to external constituents; and
- WHEREAS, The faculty of a school are directly affected by the dean's performance in meeting these responsibilities; and
- WHEREAS, The dean's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean and academic vice president; and
- WHEREAS, Each probationary and tenured faculty member, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the academic vice president; and
- WHEREAS, The department heads/chairs are in the closest relationship with the dean to observe her/his performance in fulfilling these responsibilities; and
- WHEREAS, The academic Vice President evaluates the deans every three years; therefore, be it
- RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean of each school every three years; and be it further
- RESOLVED: That the academic vice president consult annually with the department heads/chairs regarding the dean's performance; and be it further
- RESOLVED: That the Academic Senate recommend that said evaluation results be a major part of the academic vice president's evaluative consideration of each dean; and be it further
- RESOLVED: That the Vice President for Academic Affairs report to each school's faculty the number and percentage of faculty in that school that responded to the dean's evaluation and whether such response is considered an adequate return to affect the Vice President's consideration of the dean's performance.

Proposed by the Academic
Senate Personnel Policies
Committee
May 12, 1992

ANNUAL EVALUATION OF ACADEMIC DEANS

Each probationary or tenured faculty member has a professional responsibility to submit an evaluation of their School Dean. Your participation is of utmost importance if the evaluations are to be given serious consideration by the Academic Vice-President in his evaluation of the Dean. Good performance should be recognized and inadequate performance should be identified.

Dean being evaluated: _____

Please indicate how frequently you interacted professionally with your Dean:

a. During the past year?

Weekly Monthly Quarterly Once Never

b. As part of a group?

Weekly Monthly Quarterly Once Never

Using the scale provided for each of the following items, please circle the number corresponding to how you rate your Dean performance during this academic year.

Can't Say	Unsatis- factory				Out- Standing
0	1 2	3	4	5	

I. SCHOOL LEADERSHIP

A. Engages in long-range planning	0	1	2	3	4	5
B. Promotes improvement in curricula	0	1	2	3	4	5
C. Promotes improvement in goal policies and procedures	0	1	2	3	4	5
D. Encourages professional development	0	1	2	3	4	5
E. Recognizes and rewards faculty service	0	1	2	3	4	5
F. Recognizes and rewards excellence in teaching	0	1	2	3	4	5
G. Encourages effective student advising	0	1	2	3	4	5
H. Recognizes professional accomplishments of school faculty	0	1	2	3	4	5
I. Works to enhance the professional reputation of the school	0	1	2	3	4	5
J. Adequately represents department positions and concerns to the university administration	0	1	2	3	4	5
K. Supports recruiting of high-quality students	0	1	2	3	4	5

	Can't Say 0	Unsatis- factory 1	2	3	Out- Standing 4	5
L. Supports recruiting of high-quality faculty	0	1	2	3	4	5
M. Supports recruiting of high-quality support staff	0	1	2	3	4	5
N. Posters alumni relations	0	1	2	3	4	5
II. MANAGEMENT AND ADMINISTRATION						
A. Objectively enforces established policy	0	1	2	3	4	5
B. Makes decisions effectively	0	1	2	3	4	5
C. Allocates budget and resources properly and fairly	0	1	2	3	4	5
D. Provides faculty with a report on use of state funds	0	1	2	3	4	5
E. Obtains resources as required	0	1	2	3	4	5
F. Provides faculty with a report on use of discretionary funds	0	1	2	3	4	5
G. Manages within-school personnel relations effectively	0	1	2	3	4	5
H. Effectively implements affirmative action	0	1	2	3	4	5
I. Handles conflicts and differences fairly	0	1	2	3	4	5
J. Provides suitable working conditions	0	1	2	3	4	5
K. Assures appropriate use of facilities	0	1	2	3	4	5
III. COMMUNICATION						
A. Explains matters completely	0	1	2	3	4	5
B. Communicates with clarity	0	1	2	3	4	5
C. Provides information on a timely basis	0	1	2	3	4	5
D. Is diplomatic	0	1	2	3	4	5
E. Solicits faculty input as appropriate	0	1	2	3	4	5
F. Consults with faculty on matters which affect them personally	0	1	2	3	4	5
G. Keeps the school adequately informed about relevant issues	0	1	2	3	4	5
IV. PERSONAL QUALITIES						
A. Is current and informed in the appropriate professional areas	0	1	2	3	4	5
B. Is open and flexible regarding alternative points of view	0	1	2	3	4	5
C. Demonstrates integrity in performing his responsibilities	0	1	2	3	4	5
D. Is available as needed	0	1	2	3	4	5

	Can't Say 0	1	Unsatis- factory 2	3	4	Out- Standing 5
Overall, how do you rate your Dean?	0	1	2	3	4	5

V. WRITTEN COMMENTS

A. Please describe any actions by your Dean that you have been either especially pleased or displeased with during the year.

B. What suggestions do you have for how your Dean could improve his/her functioning?

May 1992 Version

WHEREAS, The dean has primary responsibility for leadership of the school in the allocation and utilization of financial resources, quality of academic programs, admissions and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the school, development of external financial resources and the representation of the school both internal to the university and to external constituents; and

WHEREAS, The faculty of a school is directly affected by the dean's performance in meeting these responsibilities; and

WHEREAS, The dean's evaluation by the faculty is utilized for the purpose of providing evaluative information to the **dean and** Academic Vice President; and

WHEREAS, Each probationary and tenured faculty member, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Academic Vice President; and

WHEREAS, The department **heads/chairs** are in the closest relationship with the dean to observe his/her performance in fulfilling these responsibilities; and

September 1986 Resolution

WHEREAS, The dean has primary responsibility for leadership of the school in the allocation and utilization of financial resources, quality of academic programs, admissions and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the school, development of external financial resources and the representation of the school both internal to the university and to external constituents; and

WHEREAS, The faculty of a school is directly affected by the dean's performance in meeting these responsibilities; and

WHEREAS, The dean's evaluation by the faculty is utilized for the purpose of providing evaluative information to the Academic Vice President; and

WHEREAS, Each probationary and tenured faculty member, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form **each year** in order to provide useful and timely input to the Academic Vice President; and

WHEREAS, **Faculty members** are in the closest relationship with the dean to observe his/her performance in fulfilling these responsibilities; and

May 1992 Version

September 1986 Resolution

WHEREAS, The Academic Vice President evaluates the deans every three years; therefore, be it

None

RESOLVED That the attached evaluation form be adopted for use by the faculty in evaluating the dean of each school **every three years**; and be it further

RESOLVED That the attached evaluation form be adopted for use by the faculty in evaluating the dean of each school; and be it further

RESOLVED That the Academic Vice President consult annually with the department heads/chairs regarding the dean's performance; and be it further

None

RESOLVED That the Academic Senate recommend that said evaluation results be a major part of the Academic Vice President's evaluative consideration of each dean; and be it further

RESOLVED That the Academic Senate recommend that said evaluation results be a major part of the Academic Vice President's evaluative consideration of each dean; and be it further

RESOLVED That the Vice President for Academic Affairs report to each school's faculty the number and percentage of faculty in that school that responded to the dean's evaluation and whether such response is considered an adequate return to affect the Vice President's consideration of the dean's performance.

None

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/
RESOLUTION ON
MODIFICATION OF RESOLUTION AS-268-88/BC
ENTITLED "RESOLUTION ON BUDGET INFORMATION REPORTING..."

- WHEREAS, On January 12, 1988, Resolution AS-268-88/BC "Resolution on Budget Information Reporting: Background, Resolution, Guidelines" was adopted by the Academic Senate and subsequently approved by President Baker for implementation; and
- WHEREAS, The guidelines of this resolution set forth the type of information to be distributed to the university community and the individuals to receive a copy; and
- WHEREAS, Due to the voluminous nature of these reports and the number of individuals designated to receive them, the cost of duplication and distribution amounts to several hundreds of dollars; and
- WHEREAS, The Academic Senate Budget Committee has recommended a less extensive budget reporting format and shorter distribution list; therefore, be it
- RESOLVED: That the attached sample format for budget reporting (attachments A and B) replace the Content of Reports, Reports I, II, III, and IV, required by Resolution AS-268-88/BC (attachment C); and be it further
- RESOLVED: That the Distribution of Reports required by Resolution AS-268-88/BC (attachment C) be shortened to the following distribution list: President of the University, the Vice President for Academic Affairs, the Vice President for Business Affairs, the Budget Officer, college deans, department chairs/heads, and members of the Academic Senate Budget Committee.

Proposed by the Academic Senate
Budget Committee
September 29, 1992

ATTACHMENT A

RESOURCE SUMMARY REPORT - INSTRUCTION - 1999/00

4/13/00

SCHOOL	PROJECTED (INDUSTRY)	PROJECTED FTE TAUGHT	AT FACILITY POSITIONS (Initial)	AT FACILITY POSITIONS (Supplement)	SUM OF FAC POSITIONS (Initial)	SUM OF FAC POSITIONS (Supplement)	INSTR. ADM. POSITIONS (Initial)	INSTR. ADM. POSITIONS (Supplement)	TECHNICAL POSITIONS (Initial)	TECHNICAL POSITIONS (Supplement)	SUPPLIES & SERVICES (Initial)	SUPPLIES & SERVICES (Supplement)	TRAVEL IN-STATE	TRAVEL OUT-STATE	FACILITY EQUIPMENT (Initial)	FACILITY EQUIPMENT (Supplement)	REPLACEMENT EQUIPMENT (Initial)	REPLACEMENT EQUIPMENT (Supplement)
340	3,450	1,650	1,149	1,05	2,194	2,194	5,25	5,25	35,1	35,1	\$314,445	\$31,322	\$6,810	\$6,273	\$17,214	\$0	\$0	\$180,781
341D	16,600	1,019	68,4	1,07	12,7	12,7	1,65	1,65	24,6	24,6	\$163,799	\$20,343	\$5,239	\$6,365	\$11,103	\$0	\$0	\$119,474
341S	16,450	1,379	64,6	0,79	12,1	12,1	1,65	1,65	16,1	16,1	\$45,307	\$9,619	\$3,849	\$4,666	\$3,553	\$3,000	\$0	\$19,943
341O	3,330	2,201	149,7	1,9	28,1	28,1	-0,61	-0,61	6,23	6,23	\$501,749	\$52,549	\$8,272	\$10,773	\$25,536	\$5,000	\$0	\$337,714
34A	16,000	3,492	151,8	4,79	66,6	66,6	-0,15	-0,15	34,9	34,9	\$163,151	\$35,764	\$6,927	\$10,929	\$6,662	\$8,000	\$0	\$84,164
34SI	20,000	1,923	107,7	0,93	19,2	19,2	0,21	0,21	4,76	4,76	\$763,207	\$54,622	\$6,353	\$7,754	\$11,103	\$3,000	\$0	\$284,661
35PT	13,800	2,827	140	0,67	31,4	31,4	-2,16	-2,16	4,81	4,81	\$763,121	\$67,563	\$6,772	\$10,656	\$4,441	\$0	\$0	\$274,274
School Sub-Total	16,350	14,027	625,3	11,14	196,1	196,1	-1,89	-1,89	223,2	223,2	\$1,858,869	\$203,001	\$49,913	\$59,421	\$78,613	\$19,000	\$0	\$1,171,461
ADDITIONAL COSTS	47	50	11,9	-0,07	47	47	1,03	1,03	4	4	\$76,659	\$12,000	\$2,000	\$2,000	\$3,321	\$0	\$0	\$86,618
Over			5,43		15	15	1,09	1,09			\$80,900	\$10,000	\$20,000					
Total	16,397	14,077	647,63	11,07	211,1	211,1	0	0	227,2	227,2	\$1,939,869	\$213,001	\$72,913	\$69,421	\$81,934	\$19,000	\$0	\$1,258,279

COMPUTER DATE 07/20/91
 TIME OF DAY 11:49:00
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CAI POLY STATE UNIVERSITY, SLO
 FINANCIAL ACCOUNTING SYSTEM
 MANAGEMENT SUMMARY OF ACCOUNTS IN CSU BUDGET STRUCTURE ORDER AS OF 06/30/91

 * DEAN SCHOOL OF *

PAGE /

PROGRAM: INSTRUCTION

APPROPRIATION: [REDACTED] CHAP: [REDACTED]
 APPROPRIATION PURPOSE: SUPPORT
 FUND: GENERAL FUND
 AVAIL FROM: 07/01/90 TO: 06/30/91 REVERT: 06/30/93

SUB CODE	DESCRIPTION	ORIGINAL BUDGET	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	PROJECT/YEAR TO DATE EXPENDITURES	OPEN COMMITMENTS	BALANCE AVAILABLE
3060	TEMPORARY HELP	\$0.00	\$12,929.00	\$1,836.00	\$9,574.48	\$0.00	\$3,354.52
3100	STUDENT ASSISTANT	\$0.00	\$76,671.00	\$10,728.66	\$84,663.52	\$0.00	\$7,992.52
3360	GRADUATE ASSISTANT	\$0.00	\$18,912.00	\$2,592.00	\$16,296.50	\$0.00	\$2,615.50
	BLANKET SALARIES/WAG	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
	SALARIES AND WAGES	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
	TOTAL PERSONAL SERV	\$0.00	\$108,512.00	\$15,156.66	\$110,534.50	\$0.00	\$2,022.50
4500	SUPPLIES AND SERVICE	\$0.00	\$136,515.63	\$54,718.87	\$126,681.21	\$0.00	\$9,834.42
4501	CHARGEBACKS	\$0.00	\$41,898.37	\$128.13	\$41,898.37	\$0.00	\$0.00
4580	PHONE-EXCHANGE	\$0.00	\$327.00	\$71.21	\$773.30	\$0.00	\$446.30
4581	PHONE-INSTALLATION	\$0.00	\$30.00	\$0.00	\$218.00	\$0.00	\$188.00
4582	TELEPHONE USAGE CHAR	\$0.00	\$17,236.00	\$2,408.58	\$19,393.12	\$0.00	\$2,157.12
	SUB-TOTAL SUPPLIES/S	\$0.00	\$196,007.00	\$57,324.79	\$188,964.00	\$0.00	\$7,043.00
5000	TRAVEL IN STATE	\$0.00	\$8,655.00	\$2,096.22	\$8,570.43	\$0.00	\$84.57
5020	TRAVEL OUT OF STATE	\$0.00	\$15,312.00	\$1,894.93	\$14,972.92	\$0.00	\$339.08
5480	SPECIAL LECTURES	\$0.00	\$11,464.00	\$4,755.00	\$10,754.01	\$0.00	\$709.99
	OPERATING EXPENSE	\$0.00	\$231,438.00	\$66,070.94	\$223,261.36	\$0.00	\$8,176.64
7770	EQUIPMENT	\$0.00	\$35,583.00	\$1,503.24	\$36,102.60	\$0.00	\$519.60
	EQUIPMENT	\$0.00	\$35,583.00	\$1,503.24	\$36,102.60	\$0.00	\$519.60
	TOTAL OPER EXP/EQUIP	\$0.00	\$267,021.00	\$67,574.18	\$259,363.96	\$0.00	\$7,657.04
	*** PROGRAM TOTAL:	\$0.00	\$375,533.00	\$82,730.84	\$369,898.46	\$0.00	\$5,634.54

COMPUTER DATE 07/20/91
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CAL POLY STATE UNIVERSITY, SLO
FINANCIAL ACCOUNTING SYSTEM
MANAGEMENT SUMMARY OF ACCOUNTS IN ACCOUNT NUMBER ORDER AS OF 06/30/91

PAGE 2

* DEAN SCHOOL OF *****

PROGRAM: INSTRUCTION
SUBPROGRAM: INSTRUCTION-REGULAR
COST CENTER: GFS-REGULAR INSTR
S/L GLOBAL: 1-11010

APPROPRIATION: ***** CHAP: *****
APPROPRIATION PURPOSE: SUPPORT
FUND: GENERAL FUND
AVAIL FROM: 07/01/90 TO: 06/30/91 REVERT: 06/30/93

ACCOUNT NUMBER	Departments/Other (e.g. grants)	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	PROJECT/YEAR TO DATE EXPENDITURES	OPEN COMMITMENTS	BALANCE AVAILABLE
1-11250		\$113,570.00	\$33,551.62	\$105,471.89	\$0.00	\$8,098.11
1-11251		\$27,219.00	\$9,806.32	\$28,674.36	\$0.00	\$1,455.36
1-11252		\$28,994.00	\$4,539.04	\$27,742.87	\$0.00	\$1,251.13
1-11253		\$21,414.00	\$5,383.62	\$21,291.46	\$0.00	\$122.54
1-11254		\$28,349.00	\$4,254.21	\$28,156.19	\$0.00	\$192.81
1-11256		\$10,500.00	\$502.72	\$10,462.36	\$0.00	\$37.64
1-11259		\$52,746.00	\$7,211.28	\$51,266.99	\$0.00	\$1,479.01
1-11260		\$5,902.00	\$1,836.00	\$9,574.48	\$0.00	\$3,672.40
1-11261		\$0.00	\$544.50	\$8,038.40	\$0.00	\$8,038.40
1-11262		\$48,510.00	\$9,905.68	\$41,182.20	\$0.00	\$7,327.80
1-11263		\$30,123.00	\$2,337.21	\$29,970.17	\$0.00	\$152.83
1-11264		\$6,106.00	\$996.46	\$6,048.16	\$0.00	\$57.84
1-11781		\$1,500.00	\$1,562.18	\$1,598.93	\$0.00	\$98.93
1-11788		\$600.00	\$300.00	\$420.00	\$0.00	\$180.00
TOTAL GFS-REGULAR INSTR		\$375,533.00	\$82,730.84	\$369,898.46	\$0.00	\$5,634.54

Adopted: January 12, 1988

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-268-88/BC

**RESOLUTION ON
BUDGET INFORMATION REPORTING:
BACKGROUND, RESOLUTION, GUIDELINES**

Background Statement: The Chancellor's Office has been moving toward more openness in the budgeting process at both the systemwide and the individual campus levels, which may ease implementation of these proposed guidelines. For a chronology of the Chancellor's Office efforts and a statement of the current policy, see Attachment 1. President Warren Baker also has shown concern by approving actions to make the budgeting process at Cal Poly more open to faculty and student input and inquiry. The use of discretionary funds on the campus has become an annual report item available to the university community as a result of President Baker's reactions to proposals made by the Academic Senate Budget Committee. He also approved the creation of two budget oversight committees that include faculty and student representation, the President's Advisory Committee on Budgets and Resource Allocations and the Instructional Program Resources Advisory Committee.

A further step is needed to improve faculty and student involvement in the budgeting process, and that step is based upon I-N-F-O-R-M-A-T-I-O-N. Without information as to how instructional budgets are arrived at and what the expenditures are, it is impossible for faculty and students to be fully-functioning partners in the budgeting process. The attached proposed resolution and guidelines are being respectfully submitted for approval by the Academic Senate and by President Baker in the hopes of improved understanding and collegiality in the budgetary process.

On April 14, 1977, AS-25-77/BC BUDGET INFORMATION RESOLUTION was approved by President Robert E. Kennedy. The resolution (see Attachment 2) called for information concerning all instructional budget categories within each school/department to be made available to the faculty. Such information included proposed budgets for the next academic year and final budget figures for the past academic year.

A sample reporting format for possible use by school deans and department heads accompanied President Kennedy's memo approving the resolution (see Attachment 3). He made the following comment in regard to the resolution:

After review with appropriate personnel, I am approving what I perceive to be the intent of that resolution. As you and members of the Senate are no doubt aware, some schools and/or departments currently make this information known to the faculty in a variety of ways, others do not.

The former President's comment that some schools/departments make information available and others do not remains true today--ten years after the BUDGET INFORMATION RESOLUTION was passed. Attached are a new resolution and guidelines for budget information reporting.

**Resolution on Budget Information Reporting: Background, Resolution, Guidelines
AS-268-88/BC**

Page Two

AS-268-88/BC

**RESOLUTION ON
BUDGET INFORMATION REPORTING:
BACKGROUND, RESOLUTION, GUIDELINES**

- WHEREAS, Information concerning allocations and expenditures of the instructional budget categories within each school/department is essential for informed faculty/student participation in the budgeting process; and
- WHEREAS, The Chancellor's Office and the administration at Cal Poly have both gone on record supporting greater openness in the budgeting process, and that includes providing more information about the budgeting process; and
- WHEREAS, To assure implementation and compliance with AS-25-77/BC, approved April 14, 1977; therefore, be it
- RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo, endorse the attached specific Budget Information Reporting Guidelines, and forward them to President Warren Baker for his approval and implementation.

Proposed By:
Academic Senate Budget Committee
November 17, 1987

GUIDELINES²⁷

Purpose

The purpose of these guidelines is to set standards for the reporting of budget information concerning instructional schools and departments at Cal Poly. When these guidelines are implemented, they will provide a meaningful summary of the instructional budgetary status and financial condition to faculty, students, and other members of the university community. It should be made clear that any school/department that wishes to provide information beyond the scope of these guidelines be encouraged to do so. It is hoped that implementation of these guidelines for the instructional component will encourage other program areas of the university to share budget information more fully with faculty and students.

Origin of Reports

The Vice President for Academic Affairs' office and the Budget Planning and Administration Department of the university will be responsible for compiling and supplying the reports. The Academic Senate office will distribute the reports.

Timing of Reports

Reports are to be issued jointly by the second Friday in November of each academic year.

Content of Reports

REPORT I To be prepared by the Vice President for Academic Affairs' office. It will include the allocation method/model used by the university to make the allocations, the initial allocations based upon those methods/models, augmentations (if any), and total allocations for the prior academic year made to the schools/departments by the Vice President for Academic Affairs. The report will cover the budget categories listed below and include any current year allocations made to those budget categories.

- *AY (Annual Year) Faculty Positions
- *SQ (Summer Quarter) Faculty Positions
- Instructional Administrative Positions
- Technical/Clerical/Student Assistant Positions
- *Supplies and Services (Operating Expenses)
- Travel In-State
- Travel Out-of-State
- Faculty Recruitment
- Regular Equipment
- Replacement Equipment
- Telephone
- University Assigned Time
- Any Other Allocations Made to the Schools/Departments

*The report shall include resources generated by each school and department via models and resources actually used by each school and department. For faculty positions the summary by classification and level (SCAL) reports will suffice. For supplies and services the 90% and 10% allocation memorandums will suffice.

REPORT II To be provided by the Budget Planning and Administration Department. The following information will be provided in two reports: (1) subcode within each department for each school and (2) department within subcode for each school. They will include the budget, expenditures, and budget balance for the prior fiscal year in each of the budget categories recorded in the Financial Accounting System (FAS) as of June 30th for each instructional school and department of the university.

Cautionary Note: The prior year allocation totals reported by the Vice President for Academic Affairs' office may not coincide with the prior year expenditure totals recorded in the Financial Accounting System (FAS). This may occur as a result of the budget transfers made within the schools and departments annually, as well as the infusion of monies from other funding sources; e.g., discretionary accounts. The reporting of such transfers and augmentations was considered by the Academic Senate Budget Committee, but was believed to be too complex to track for the purposes of this budgetary reporting mechanism. The committee believed that enough budget information would be made available to the faculty and students by these reports so that responsible and informed questions could be asked about any budget total differences in the reports from the two offices.

- REPORT III To be prepared by the Vice President for Academic Affairs' office. It will include Lottery Fund allocations by category to each school and department for the prior year. It is believed that these funds should be reported separately from the General Fund monies due to the nature of the funding source. The allocation memorandums will suffice for this report.
- REPORT IV To be supplied by the Vice President for Academic Affairs' office. It will include a report of school and department allocations of assigned time. This "school" assigned time should be reported separately, so as not to be confused with "university" assigned time.

Distribution of Reports

The following will receive complete reports relating to all schools/departments:

President of the University
Vice President for Academic Affairs
Vice President for Business Affairs
Budget Officer
School Deans
Executive Committee of the Academic Senate
ASI President
ASI Controller
Remaining Members, Instructional Program Resources Advisory Committee
Members, Academic Senate Budget Committee
Special Collections and Archives, Library

The following will receive the report relating to their respective school only:

All Departments in the School (2 copies--one for the department head/chair and one for the faculty)

Remaining Academic Senators

Religious Studies Courses

Philosophy Department, School of Liberal Arts

1994-96 CATALOG PROPOSALS


AS = Academic Senate) CC = (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

A S	C C	
		<p>I. SUMMARY -----</p> <ol style="list-style-type: none"> PHIL 305 Judeo-Christian Religions will be replaced by RELS 304 Judaism and RELS 305 Christian Origins. Two sections of Judaism and two sections of Christian Origins will be offered each academic year. PHIL 306 Asian Religions will be replaced by RELS 306 Hinduism and RELS 307 Buddhism. Two section of Hinduism and two sections of Buddhism will be offered each academic year. PHIL 308 Islamic Religion will be replaced by RELS 308 Islam, and will be offered at least once every academic year. <p>II. NEW COURSES -----</p> <ol style="list-style-type: none"> create new course prefix, RELS RELS 304 Judaism (3) 3lec C2 RELS 305 Christian Origins (3) 3lec C2 RELS 306 Hinduism (3) 3lec C2 RELS 307 Buddhism (3) 3lec C2 RELS 308 Islam (3) 3lec C2 <p>III. DELETED COURSES -----</p> <ol style="list-style-type: none"> PHIL 305 Judeo-Christian Religions (3) PHIL 306 Asian Religions (3) PHIL 308 Islamic Religions (3) <p>IV. GENERAL EDUCATION AND BREADTH COURSES -----</p> <ol style="list-style-type: none"> proposed for GEB Area C3 <p>V. COMMITTEE COMMENTS -----</p> <ol style="list-style-type: none"> History of the number of sections offered between Fall 1990 and Spring 1992 is consistent with proposed schedule of offerings.

California State University
MEMORANDUM

To: Academic Senate
Curriculum Committee

February 19, 1992

From: Judy Saltzman 
Philosophy Department

c.c. Sidney Ribeau, Dean
School of Liberal Arts

L.D. Houlgate, Chair
Philosophy Department

Subject: Religious Studies Course
for General Education and Breadth

The five Religious Studies courses presented to you for consideration are to replace the courses under the philosophy prefix:

Philosophy 305 - Judeo-Christian Religions will be replaced by Religious Studies 304 (Judaism) and Religious Studies 305 (Christian Origins). Two sections of Judaism and two of Christian Origins will be offered each academic year.

Philosophy 306 - Asian Religions will be replaced by Religious Studies 306 (Hinduism) and Religious Studies 307 (Buddhism). Two sections of Hinduism and two of Buddhism will be offered each academic year.

Philosophy 308 - Islamic Religion will be replaced by Religious Studies 308 (Islam), and will be offered at least once every academic year.

The courses will have the same content as they do now, but the change will be very beneficial for several reasons: (1) there is not enough time to cover the enormous amount of material in Judaism and Christianity or in Hinduism and Buddhism in one quarter. Splitting the courses will enable the students to consider the subject more deeply and give the instructor time to teach it properly. (2) The designation Religious Studies is a far better description of the content of the course. Religious Studies involves an interdisciplinary component from philosophy, but also from history and social science, which is usually lacking in philosophy courses. The Philosophy Department for 16 years has been given the charge of teaching Religious Studies, but has never had the proper designation. The only Ph.D. in Religious Studies at Cal Poly regularly teaches these courses.

However, Professors Corner and Dundon have also taught these courses under the philosophy designation on occasion. (3) Other universities in the CSU system regularly teach courses under a Religious Studies designation, either having their own department or as a part of the philosophy department (see attached supporting material). This designation makes it much clearer to the students what they are getting. The Religious Studies Council of the CSU Institute of Teaching and Learning supports my efforts to bring Cal Poly up to the level of the other state universities which have the Religious Studies prefix.

These courses have the support of the Dean of the School of Liberal Arts (see attached memo). They are also very important for the Multi-Cultural mandate of the State. Under the philosophy prefix, these courses are frequented by a high number of students from Asia and the Middle East and are of extreme interest to American students.

Thank you for considering these under Area C.

B.S. Manufacturing Engineering

School of Engineering

1994-96 CATALOG PROPOSALS

AS = Academic Senate, BC = Budget Committee, CC = Curriculum Committee
 A = Approved, A* = Approved pending technical modification,
 AR = Approved with Reservation (see Committee Comments),
 T = Tabled (see Committee Comments), D = Disapproved

A S	B C	C C	
			I. NEW PROGRAMS -----
		A	1. Add: B.S. Manufacturing Engineering
			II. DELETED PROGRAMS -----
		A	1. Manufacturing Concentration of B.S. Industrial Engineering
A		A	2. Manufacturing Processes Concentration B.S. Engineering Technology
A		A	3. Welding Technology Concentration of B.S. Engineering Technology
			III. ATTACHMENTS -----
			1. Executive Summary
			2. Statement of Intent
			3. Curriculum for B.S. Manufacturing Engineering
			4. Curriculum Comparison of Manufacturing Engineering with Industrial Engineering Systems Concentration and Manufacturing Concentration, and Engineering Technology Manufacturing Processes Concentration
			5. WTU Analysis of Change from Engineering Technology to Manufacturing Engineering
			IV. COMMITTEE COMMENTS -----

Approved
92-94
catalog

Executive Summary

Proposed by the Industrial Engineering Department:

Add: New Program:

- o Bachelor of Science in Manufacturing Engineering

Delete: Old Programs:

- o Manufacturing Concentration of Bachelor of Science in Industrial Engineering
- o Manufacturing Processes Concentration of Bachelor of Science in Engineering Technology
- o Welding Technology Concentration of Bachelor of Science in Engineering Technology

The following table summarizes the proposed changes:

	<u>1991-2</u>	<u>1992-94</u>	<u>1994-96</u>
Industrial Engineering Department:	BS IE - Sys concentration BS IE - Mfg concentration BS ET - MP concentration BS ET - WT concentration	BS IE - Sys concentration BS IE - Mfg concentration	BS IE BS MfgE
Number of Programs:	4	2	2

Note that there will be a net reduction of two programs; more importantly, the under-enrolled welding technology program, the manufacturing processes program, and the manufacturing concentration in the Industrial Engineering department will be combined into an accredited engineering program housed in the Industrial Engineering department. The final result will be an Industrial Engineering department offering a B.S. Industrial Engineering degree and a B.S. Manufacturing Engineering degree*. The faculty, staff, equipment, and other resources to effect these changes are already in place, and will be used more efficiently as the three manufacturing-related concentrations are consolidated into the manufacturing engineering program in the Industrial Engineering department. No new courses will be required; existing student slots from IE, ETMP, and ETWT will be used. Cal Poly will have a manufacturing engineering major of improved quality and visibility supplying California industry with graduates who are a key factor in achieving international manufacturing competitiveness.

* The Engineering Technology department will continue to offer a B.S. in Electronics Engineering Technology and a B.S. in Engineering Technology with a mechanical technology concentration.

New Degree Major Program Proposal -- Statement of Intent

What is proposed? An accredited manufacturing engineering major to complement the industrial engineering major. It is proposed to combine the manufacturing processes and welding technology concentrations of the Engineering Technology (ET) department with the manufacturing concentration of the Industrial Engineering (IE) department. By consolidating three overlapping concentrations into one strong, high-quality program Cal Poly can continue to serve industry's need for manufacturing engineers.

What is manufacturing engineering? Manufacturing Engineering is that branch of engineering that applies scientific and mathematical principles to the processes of making manufactured goods. The continued application of computers, automation, and robots to manufacturing as well as the increasing complexity of manufacturing processes has increased the educational level required for this function in industry. The manufacturing engineering role is sometimes referred to as process or production engineering, but the State of California has followed the current trend by recognizing manufacturing engineering as a distinct category for professional registration.

Why change? Not only will efficiency be increased by this consolidation, but the quality of the program will be significantly improved by presenting an accredited engineering program rather than the technology programs we are now offering. (The current IE-Mfg. Concentration is a part of the accredited IE program and is not a manufacturing engineering program. If a manufacturing engineering major is not possible, the IE department can continue to offer a manufacturing engineering concentration, but a concentration could not fully meet the objectives stated below.)

What are the objectives of the major? The following is our primary objective: to provide industry with well-prepared, motivated manufacturing engineering graduates who are immediately productive upon starting work and have an engineering background for graduate work. The curricular objectives are: to provide graduates with educational breadth, as well as depth in their chosen profession by emphasizing independence, critical thinking, the capability to analyze problems and synthesize well-integrated solutions, and the ability to communicate their solutions using well-developed oral and verbal communication skills; to introduce the profession of manufacturing engineering; to provide the math, science, and engineering core, and process and industrial engineering fundamentals; to do specialized work in process design, computer application, and tool engineering; to polish professional skills; and to provide sufficient technical electives for specializing in an area of interest.

How will the major contribute to the University's role? We subscribe to the Mission Statement of the University: we believe that our proposed program contributes to that mission in that it enhances the polytechnic nature of the University, while substantially improving the quality of its programs and the quality of its graduates. In addition it enhances the University's role to the larger community, in that we are better able to support the technical needs of the State and nation. The current problems of the economy relate largely to the increasing failure of industry to compete in the international market-place. Some of the quality and pricing problems that are causing our economic woes are the domain of the manufacturing engineer. There are few accredited programs to meet this need -- only one program in the State and only ten in the nation.

What do manufacturing engineers do after they graduate? The Manufacturing Engineer works directly with the people, processes, and machines involved in manufacturing operations. The B.S. in Manufacturing Engineering degree will allow job-entry at the professional level. Typical employment of graduates includes the areas of process engineering, manufacturing automation, tool engineering, quality engineering, CAD/CAM, and equipment engineering.

What is the anticipated enrollment? Ninety-six students. The manufacturing and welding technology programs have had an average size of approximately ninety students over the last decade. Based on surveys taken, most of these would prefer the manufacturing engineering major and would be capable of the increased analytical level required. The remainder of the students would come from within the Industrial Engineering department.

How will the allocation of new students to this program affect the size of other programs? The Industrial Engineering department plans to contribute 20 to 30 students from its IE program's undergraduate quota. The 70 to 80 student quota of manufacturing technology students currently assigned to the IE department will also be used for manufacturing engineering. There will be little effect outside the Industrial Engineering department and none outside the School of Engineering.

Are new courses, new faculty, or other resources required for the major? There are no new courses. The proposed new major is composed primarily of existing Industrial Engineering (IE prefix) courses and modified or combined Engineering Technology - Manufacturing Processes (ETMP prefix) courses. The technology courses will be modified to increase their analytical content, improving the quality of the program. Six courses of eleven from the Engineering Technology - Welding Technology (ETWT prefix) program are combined into three elective courses to form a cluster of electives in welding. Six ETWT courses (20 units) are deleted. The resources for manufacturing engineering already exist on campus: the three manufacturing concentrations proposed to be combined have a total book value on the Cal Poly property rolls of over \$2,700,000 as of December 1991. This equipment is currently installed in 26,200 square feet of lab space in buildings 26, 36, and 58.

Who is involved? Fourteen tenured or tenure-track faculty in industrial engineering are involved, nine from the original IE department and five from the transferred manufacturing programs in ET. This transfer was accomplished in July, 1991, in anticipation of this consolidation and streamlining of all the manufacturing curricula on campus into this new degree proposal. All of us wholeheartedly embrace this proposal for a manufacturing engineering major. We have, without exception, experience in manufacturing and industry, which will enhance the professionalism of the new program. Further, many of us have degrees with emphasis on manufacturing, specifically.

When will this program commence? Our goal is to gain approval in time to place the new manufacturing engineering major in the 1994-96 catalog, allowing the first group of students to graduate in June of 1996. We would then be able to request an accreditation visit in the Fall of 1996, which is the normal schedule for the balance of the engineering programs resulting in a savings for the school.

Where are there similar programs? There are only ten accredited manufacturing engineering programs in the entire country and only four of these are west of the Mississippi. The only accredited program in the State of California is offered by the Industrial and Manufacturing Engineering (IME) department of Cal Poly, Pomona. Pomona serves primarily the LA area and members of the IME department at Pomona were very cooperative in helping with the development of this proposed curriculum. They do not feel threatened by the existence of a similar program because they are aware that there is a great need for more manufacturing engineering education programs and that our geographic service areas are different. The ten accredited manufacturing engineering programs are Cal Poly-Pomona, Utah State, Oregon State, General Motors Institute, Ohio State, Boston University, Miami University, Worcester Polytechnic, Bradley University, and Kansas State.

Why do we even need a manufacturing program at all -- is it not true that projections show that the number of manufacturing jobs are decreasing? Yes, but this group of manufacturing jobs includes ALL those working in manufacturing and is composed mostly of non-professional workers. Research shows there is a growing need for college-educated manufacturing engineers to increase manufacturing efficiency and quality, even though unskilled and semi-skilled jobs are being lost. Professional manufacturing engineers are not at risk -- as the complexity of automation increases and the body of knowledge that a manufacturing engineer must have beyond the basics of engineering grows, the demand for college-educated specialists in manufacturing engineering will continue to increase. This country and the State of California are having trouble competing internationally in manufacturing. California recognizes the existence of manufacturing engineering as a separate professional field by designating a separate registration category for manufacturing engineers. Over one in six of the companies interviewing on campus during Winter quarter 1992 are seeking manufacturing engineering professionals.

How is the proposed program substantially different from the existing BSIE program? There is a difference of 47 units between the industrial engineering major and the proposed manufacturing engineering major, as detailed in the body of the proposal. Although there is some overlap between these two programs, there is a distinct difference between them: manufacturing engineers work directly with the processes and people in a manufacturing operation while industrial engineers focus on resource optimization and systems integration of industrial and service operations.

Why not just consolidate all the manufacturing programs into the existing IE-Mfg concentration and not bother with a new manufacturing engineering major? The three components of the answer to this question are quality, quantity, and identity:

QUALITY: Manufacturing engineering is a distinct academic discipline that requires its own identity and emphasis; it would not be responsive to state and national needs to treat manufacturing engineering merely as a concentration within another discipline. Our standard should be the recognized national standard -- the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET) provides a separate accreditation for Manufacturing Engineering and Industrial Engineering. The professional Society of Manufacturing Engineers (SME) provides supplemental criteria to EAC/ABET and rewards programs that attain this accreditation with priority for grant funding and other support.

QUANTITY: Many students want to major specifically in manufacturing engineering. Over twenty years of experience in guiding and counseling students has proven that it is very important to students to identify for them a separate major; it is difficult at best to attract students to a concentration if the name of the program is not visible as a separate major.

IDENTITY: By statute and by tradition, industry in California has looked to Cal Poly as a center of excellence in education for manufacturing. The State of California has followed the national and international trend by recognizing manufacturing engineering as a separate category for professional registration. The Society of Manufacturing Engineers is a very active professional society whose Manufacturing Engineering Education Foundation awards millions of dollars in equipment and software to selected university programs. We recommend that Cal Poly assume the responsibility for the recognition associated with a quality manufacturing engineering program.

"The U.S. is losing its ability to compete in world markets. . . Productivity . . . will continue to decline until there is an ample supply of academically qualified manufacturing engineers . . ."

- The President's Commission on Industrial Competitiveness

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CURRICULUM FOR B.S. MANUFACTURING ENGINEERING

Major Courses:

IE 101 Intro to IE & MFGE	2
IE 141 Mfg. Processes - Net Shape *	1
IE 142 Mfg. Processes - Materials Joining *	2
IE 143 Mfg. Processes - Material Removal	2
IE 223 Work Design and Measurement	4
IE 239 Industrial Costs and Controls	3
IE 241 Process Design I	4
IE 242 Process Design II	4
IE 341 Tool Engineering I	4
IE 351 Computer-Aided Manufacturing I	4
IE 356 Manufacturing Automation	4
IE 418 Product-Process Design	4
IE 426 Engineering Test Design and Analysis	4
IE 430 Quality Engineering	4
IE 455 Manufacturing Design and Implementation I	3
IE 461 Senior Project	2
IE 462 Senior Project	3
IE 463 Undergraduate Seminar	2
Electives in Manufacturing	<u>13</u>
Major Course Unit Subtotal:	69

Support Courses:

CHEM 125 General Chemistry	4
MATH 141 Calculus I	4
MATH 241 Calculus IV	4
MATH 242 Differential Equations	4
PHYS 133 General Physics	4
STAT 321 Statistical Analysis	3
CE 204 Strength	3
CE 205 Strength**	2
CE 206 Strength Laboratory**	1
EE 311 Electric Circuit Theory	3
EE 351 Electric Circuits Lab	1
EE 321 Electronics	3
ETME 141 Descriptive Geometry	2
ETME 142 Engineering Drawing I	1
ETME 143 Engineering Drawing II	1
IE 314 Engineering Economics	3
MATE 306 Materials Engineering	3
MATE 341 Materials Engineering Lab	1
ME 211 Engineering Statics	3
ME 212 Engineering Dynamics	3
ME 302 Thermodynamics I	3
ME 313 Heat Transfer	<u>3</u>
Support Course Subtotal:	59

* For Electronic Mfg. emphasis take IE 157 Electronic Manufacturing instead of IE 141 & IE 142

** ME 341 Fluid Mechanics may be substituted for BOTH CE 205 & 206 Strength of Materials

General Education & Breadth Courses:

BIO 220 Physiology and Biological Adaptation	4
CHEM 124 General Chemistry	4
CSC 204 C and UNIX	3
MATH 142 Calculus II	4
MATH 143 Calculus III	4
PHYS 131 General Physics	4
PHYS 132 General Physics	4
ENGL 114 Writing: Exposition	4
ENGL 125/PHIL 125/SPC 125 Critical Thinking	3
SPC 201/202 Speech	3
ENGL 218 Writing: Argumentation and Reports	4
Arts and humanities elective	3
PHIL 230/PHIL 231 Philosophical Classics	3
Critical reading elective	3
Critical reading elective	3
Fine and performing arts elective	3
PHIL 337 Prof. Ethics or HUM 402 Values & Tech.	3
HIST 204 History of American Ideals and Institut.	3
POLS 210 American and California Government	3
HIST 315 Modern World History	3
ECON 201 Survey of Economics	3
ANT 201/GEOG 150/SOC 105	3
BUS 404 Gov & Social Influences on Business	4
PSY 201/PSY 202 General Psychology	3
General Education & Breadth Course Subtotal:	81

Total Number of Units: 209

*Elective Course List * (to be selected with consultation with advisor):*

IE 243 Process Design III	4
IE 301 Operations Research	4
IE 319 Human Factors engineering	3
IE 342 Tool Design II	4
IE 352 CAM II	4
IE 357 Advanced Electronic Manufacturing	4
IE 361 Advanced Welding Processes	4
IE 362 Welding Quality Control	4
IE 363 Design for Welding	4
IE 408 Systems Engineering	4
IE 410 Inventory Control Systems	4
IE 411 Production Systems Analysis	4
IE 429 Ergonomics Lab	1
IE 443 Facilities Planning and Design	4
IE 456 Manufacturing Design and Implementation II	2

* Or other engineering courses as approved by advisor.

Comparison of MfgE with IE-Sys, IE-Mfg, & ETMP

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AREA / SUBJECT	MfgE		IE-SYS		IE-MFG		ETMP	
Introduction:								
Introduction	IE 101	(2)	IE 101	(2)	IE 101	(2)		
Intro. Robotics							ETMP 158	(2)
Process Fundamentals:								
Net-Shape	IE 141	(1)	IE 141	(1)	IE 141	(1)	IE 141	(1)
Mat'l's-Join.	IE 142	(2)					IE 142	(2)
Mat'l-Remov.	IE 143	(2)	IE 143	(2)	IE 143	(2)	IE 143	(2)
IE Fundamentals:								
Work-Design	IE 223	(4)	IE 223	(4)	IE 223	(4)		
Ind.Costs	IE 239	(3)	IE 239	(3)	IE 239	(2)	IE 214	(3)
Engrg. Econ.	IE 314	(3)	IE 314	(3)	IE 314	(3)	IE 314	(3)
Operations Research			IE 301,5	(8)	IE 301,5	(8)		
Project Org/Mgmt.			IE 303	(4)				
Data Mgmt.			IE 312	(3)	IE 312	(3)		
Human Factors			IE 319	(3)	IE 319	(3)		
Operations Research			IE 407	(4)				
Prod/Inv. Sys.			IE 410	(4)	IE 410	(4)		
Sim.& Exp. Sys.			IE 420	(4)				
Mfg. Organization			IE 421	(3)	IE 421	(3)		
Manufacturability					IE 422	(4)		
Ergonomics Lab			IE 429	(1)	IE 429	(1)		
Fund. of Sup.			IE 442	(1)	IE 442	(1)		
Facilities Planning			IE 443	(4)	IE 443	(4)		
Process Design:								
Process Design	IE 241,2	(8)					ETMP244,5,6	(10)
Tool Engineering:								
Tool Engineering	IE 341	(4)					ETMP 321,2	(6)
Computer Application:								
Comp-Aided Engrg.			IE 335	(4)	IE 335	(4)		
Comp-Aid Mfg.	IE 351	(4)					ETMP 336,7	(6)
Mfg. Automation	IE 356	(4)			IE 356	(2)		
Manufacturing Engineering:								
Basic Mfg.			IE 251	(3)	IE 251	(3)		
Prod/Proc. Des.	IE 418	(4)				IE 418	(4)	
Engrg. Test Des.	IE 426	(4)	IE 426	(4)	IE 426	(2)		
Quality Engrg.	IE 430	(4)	IE 430	(4)	IE 430	(2)		
Adv. Mfg. Tech.							ETMP 434	(3)
Mfg. Des. & Imp.	IE 455	(3)					ETMP 435	(3)
Professional Skills:								
Senior Proj.	IE 461,2	(5)	IE 461,2	(5)	IE 461,2	(5)	ETMP 461,2	(5)
UG Seminar	IE 463	(2)	IE 463	(2)	IE 463	(2)	ETMP 463	(2)
Engineering Core:								
Strength	CE 204,5,6	(6)	CE 204	(3)	CE 204	(3)		
Electronics	EE 311,21,51	(7)	EE 311,21	(6)	EE 311,21	(6)	EET124,5,226	(12)
Descr.Geo.	ETME 141	(2)					ETME 141	(2)
Engrg.Drawing	ETME 142,3	(2)	ETME 142,3	(2)	ETME 142,3	(2)	ETME 142,3	(2)
Mat'l's. Engrg.	MATE306,341	(4)	MATE 306	(3)	MATE 306	(3)	MATE306,341	(4)
Statics & Dynamics	ME 211,2	(6)	ME 211,2	(6)	ME 211,2	(6)	ETME205,6,303	(8)
Thermodynamics	ME 302	(3)					ETME 301	(3)
Heat Transfer	ME 313	(3)					ETME 302	(3)
Fluid Mechanics							ETME 311	(3)
Math & Science Foundation:								
Gen'l Chem.	CHEM 125	(4)	CHEM 125	(4)	CHEM 125	(4)		
Calculus	MATH141,241	(8)	MATH141,241	(8)	MATH141,241	(8)	MATH 120	(5)
Differential Eqns.	MATH 242	(4)	MATH 242	(4)	MATH 242	(4)	MATH 133	(4)
General Physics	PHYS 133	(4)	PHYS 133	(4)	PHYS 133	(4)	PHYS 123	(4)
Statistical Analysis	STAT 321	(3)	STAT 321	(3)	STAT 321	(3)	IE 222	(4)
Major and Support Subtotal:		115		120		120		104
Technical Electives Subtotal:		13		9		9		12
General Education* Subtotal:		81		81		81		81
Total for Major:		209		210		210		204

* Includes some MATH, PHYS, & CSC courses -- a similar number in all programs.

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WTU Analysis of Change from Engineering Technology to Manufacturing

Engineering

Required Courses	Units	Comment	WTU's:	Old	New	Difference
IE 101 Intro to IE & MFGE	2M	MODIFIED - IE 101		2	2	0
IE 141 Mfg. Proc. - Net Shape	1M	MODIFIED - IE 141		2	2	0
IE 142 Mfg. Proc. - Mat'l's Joining	2M	RENUMBERED - ETWT 144		13	13	0
IE 143 Mfg. Proc. - Mat'l Remov'l	2M	RENUMBERED - ETMP 144		13	13	0
IE 223 Work Des. & Measurement	4M	EXISTING		5	5	0
IE 239 Ind. Costs & Controls	3M	EXISTING		3	3	0
IE 241 Process Design I	4M	MODIFIED - ETMP 244		5	6	+1
IE 242 Process Design II	4M	MODIFIED - ETMP 245		5	6	+1
IE 341 Tool Engineering I	4M	MODIFIED - ETMP 321		4	5	+1
IE 351 Computer-Aided Mfg. I	4M	MODIFIED - ETMP 335		4	5	+1
IE 356 Mfg. Automation	4M	MODIFIED - IE 316		4	5	+1
IE 418 Mfg Engineering	4M	COMBINED - IE 418 & 422		10	5	-5
IE 426 Engrg. Test Des.& Anal.	4M	EXISTING		4	4	0
IE 430 Quality Engineering	4M	EXISTING		4	4	0
IE 455 Capstone Mfg. Project	3M	MODIFIED - ETMP 435		6	6	0
IE 461 Senior Project	2M	EXISTING		0.3	0.3	0
IE 462 Senior Project	3M	EXISTING		0.3	0.3	0
IE 463 UG Seminar	2M	EXISTING		2	2	0
CE 204 Strength of Materials	3S	EXISTING		3	3	0
CE 205 Strength of Materials	2S	EXISTING		2	2	0
CE 206 Strength of Materials Lab	1S	EXISTING		2	2	0
CHEM 125 Chemistry	4S	EXISTING		5	5	0
EE 311 Electric Circuits Theory	3S	EXISTING		3	3	0
EE 321 Electronics	3S	EXISTING		3	3	0
EE 351 Electric Circuits Lab	1S	EXISTING		2	2	0
ETME 141 Descriptive Geometry	2S	EXISTING		3	3	0
ETME 142 Drafting I	1S	EXISTING		2	2	0
ETME 143 Drafting II	1S	EXISTING		2	2	0
IE 314 Engineering Economics	3S	EXISTING		3	3	0
MATE 306 Materials Engineering	3S	EXISTING		3	3	0
MATE 341 Materials Engrg. Lab	1S	EXISTING		2	2	0
MATH 141 Calculus I	4S	EXISTING		4	4	0
MATH 241 Calculus IV	4S	EXISTING		4	4	0
MATH 242 Differential Equations	4S	EXISTING		4	4	0
ME 211 Engineering Statics	3S	EXISTING		3	3	0
ME 212 Engineering Dynamics	3S	EXISTING		3	3	0
ME 302 Thermodynamics	3S	EXISTING		3	3	0
ME 313 Heat Transfer	3S	EXISTING		3	3	0
PHYS 133 Physics	4S	EXISTING		5	5	0
STAT 321 Statistics	3S	EXISTING		3	3	0
		ELIMINATED - ETMP 434		3	0	-3
		REQUIRED WTU's DIFFERENCE:				-3

Elective Courses	Units	Comment	WTU's:	Old	New	Difference
IE 157 Electronic Manufacturing	3E	RENUMBERED - ETMP 157	9	9	0	
IE 243 Process Design III	4E	MODIFIED - ETMP 246	5	6	+1	
IE 301 Operations Research	4E	EXISTING	4	4	0	
IE 319 Human Factors	3E	EXISTING	3	3	0	
IE 342 Tool Engineering II	4E	MODIFIED - ETMP 322	4	5	+1	
IE 352 Computer-Aided Mfg II	4E	MODIFIED - ETMP 336	4	5	+1	
IE 361 Advanced Welding Proc.	4E	COMBINED - ETWT 324&434	12	6	-6	
IE 362 Welding Quality Control	4E	COMBINED - ETWT 325&435	12	6	-6	
IE 363 Design for Welding	4E	COMBINED - ETWT 326&436	12	6	-6	
IE 408 Systems Engineering	4E	EXISTING	4	4	0	
IE 429 Ergonomics Lab	1E	EXISTING	2	2	0	
IE 443 Facilities Planning & Des.	4E	EXISTING	4	4	0	
IE 456 Capstone Mfg. Project	2E	MODIFIED - ETMP 475	2	4	+2	
		ELIMINATED - ETWT 335	4	0	-4	
		ELIMINATED - ETWT 336	4	0	-4	
		ELIMINATED - ETWT 337	3	0	-3	
		ELIMINATED - ETWT 359	3	0	-3	
		ELIMINATED - ETWT 444	3	0	-3	
		ELECTIVE WTU's DIFFERENCE:			-30	

Legend:
M = Major
S = Support
E = Elective

Legend:

M = Major
S = Support
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CALENDAR PRINTED IN THE MEMO OF SEPTEMBER 14, 1992 WHICH WAS SENT TO ALL FACULTY

The following calendar has been established for receiving comments and finalizing a Faculty Response from these comments:

September 21	Final draft of the Cal Poly Strategic Plan mailed to faculty.
October 9	Last day for individual faculty comments to be received by the Academic Senate office.
October 13	Final draft of the Cal Poly Strategic Plan presented to the Academic Senate as a first reading item. (Senate action will not be taken until all faculty comments have been received and finalized into a Faculty Response.)
October 16	All comments received will be placed in a "Academic Senate Working Draft of the Cal Poly Strategic Plan." The comments received from each college will be sent to that college's caucus for deliberation and consolidation into a college response.
November 11	Last day for college responses to be received by the Academic Senate office.
December 1	The college responses to the Strategic Plan (Mission Statement and sections 1 - 3) will come before the Academic Senate for second reading.
December 3	The college responses to the Strategic Plan (sections 4-8) will come before the Academic Senate for second reading.
Early January 1993	Referendum on the Faculty Response to the Strategic Plan to be sent to all faculty.

Miss - Senate 10.13.92

October 6, 1992

To: Academic Senate

From: Ed Seim, Chair
Const. & Bylaws Comm.

Ed Seim

Subject: Explanatory note on Resolution on Departmental
Precedence in Elections

This change was suggested because of a technical discrepancy between two sections of the bylaws. Article VII.I.5.b.(1).(e) and (f), dealing with the elections committee, states that the committee will declare elected those candidates receiving a majority vote. This fails to take into consideration the proscriptions set down in Article II.C.3. which states that there shall be no more than one senator per department until all departments within a college are represented unless said departments waive their right to representation.